



Deepcar St. John's C.E. Junior School

- ❖ Vision
- ❖ Intent, Implementation & Impact
- ❖ National Curriculum
- ❖ Overview of learning
- ❖ Progression

Vision

At Deepcar St John's Junior School, the teaching of **English** is the foundation of our curriculum. We believe that a quality English curriculum should develop children's love of reading, writing and discussion and we strive for a high level of English for all. A thorough grasp of literacy skills is crucial to a high-quality education and we aim to give our children the tools they need to participate fully as a member of society.

Deepcar St John's is a **reading** school!

At Deepcar, we believe that reading is a key life skill. We are committed to enabling our pupils to become lifelong readers. Because reading is key for academic success, we ensure that we have a consistent approach to the teaching of reading.

By the time children leave Deepcar School, they are competent readers who can recommend books and authors to their friends, have a desire to read a range of genres and participate in discussions about books including evaluating an author's use of language and the impact that has on a reader.

Intent

At Deepcar St John's we aspire to help children develop as readers by following these National Curriculum intentions:

1	To develop the skills to read easily, fluently and with good understanding
2	To develop the habit of reading widely and often, for both pleasure and information
3	To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4	To appreciate our rich and varied literary heritage

Throughout their learning, children will develop an in-depth understanding of the following concepts that are continually returned to and discussed implicitly within each unit of learning so children improve as readers:

Key Concepts	1. Fluency (Word Reading)
	2. Vocabulary
	3. Inference
	4. Predicting
	5. Explanation
	6. Retrieval
	7. Summarising
	

Implementation

- We follow a whole class reading model for teaching reading where a mix of specific skills sessions, targeted at shorter texts, and a book study approach, where children study a full book, are used to give children the skills needed to understand and interpret a wide range of different texts including poetry and non-fiction.
- Using the Literacy Shed's Reading Vipers resources provides a whole school approach and common language for the children to progress their reading skills through school.
- Reading sessions are focussed on one or more of these skills ensuring they are committed to long-term memory.
- Reading sessions are delivered four times per week for at least half an hour.
- Reading sessions are focussed on building fluency and on all National Curriculum content domains (VIPERS) with time spent on each domain reflecting the amount of marks awarded for each domain in the end of KS2 SATs assessments.
- For children who do not have a secure grasp of phonics, we continue to follow ReadWriteInc in small intervention groups to be consistent with the approach from our feeder infant school.
- Once they are fluent readers, children choose their own reading for pleasure book based on the five-finger rule to support their choice. Children's book choices are monitored by staff and children log their reads in their own personal reading journal. Allowing children free choice helps them to develop their identities as a reader as they learn which books/ authors they like and which they do not.
- We encourage reading for pleasure through class scrap books and recommended reads displays.
- Reading ambassadors in each class help to support and encourage their peers.
- 'Book Clubs' are held regularly to share what children and staff are reading for pleasure.
- Class libraries are well-stocked and provide a varied choice for all reading abilities.
- For highly competent readers we will support their exploration of books through our new Reading Challenge Trees, which will encourage them to read a wider variety of books.
- Children are read to regularly by their class teachers, enjoying a range of authors and genres throughout their time at school to promote reading for pleasure.
- HeadStart assessments are used throughout the year for y3-y5 and past SATs papers for y6 to provide standardised scores, monitor progress and identify gaps.

Impact

- Reading skills will be taught progressively from one year group to the next ensuring that children have a strong grasp of the skills and strategies needed to interpret and understand a text.
- Children will be fluent readers, who are able to confidently read and understand a range of different texts.
- Children will talk with confidence, using a rich vocabulary, in order to justify their ideas and express their opinions about a text.
- Children will have a passion for reading and books.
- Children will leave St John's with the ability to retrieve information from a range of different texts for a variety of purposes.
- Children will be able to locate and use appropriate evidence from a text to justify their ideas, impressions and hypotheses and explain these clearly and concisely.

Skills progression

1

Word Reading

National Curriculum: Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Year 3	Year 4	Year 5	Year 6
<p>Can read many words containing prefixes and suffixes taught listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet.</p> <p>Can confidently read aloud using expression, taking into account a wide range of punctuation ? ! " " ... , and text features eg capitalisations, italics and bold.</p> <p>Read many of the words from the 3/4 word list.</p> <p>Recognises when the text does not make sense and self-corrects.</p>	<p>Can confidently read aloud using expression and intonation, taking into account higher level punctuation () - and text features e.g. capitalisations, italics and bold.</p> <p>Can read most of the words from the 3/4 word list.</p> <p>Beginning to apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new vocabulary.</p> <p>Beginning to use the text to help work out any unfamiliar words.</p>	<p>Can understand the function of sophisticated punctuation (... ; - () and ' for contraction and possession and "" for direct speech).</p> <p>Can read many of the 5/6 words correctly.</p> <p>Continues to apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary.</p> <p>Can work out the meaning of unknown words from how they are used in context.</p> <p>Can read aloud with pace, fluency, expression and intonation taking punctuation, text features and author's intention into account.</p>	<p>Can understand and explain the function of sophisticated punctuation (... ; - () and ' for contraction and possession and "" for direct speech).</p> <p>Can read all of the 5/6 words correctly.</p> <p>Can confidently apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary.</p> <p>Can confidently and independently work out the meaning and understand unknown words from how they are used in context.</p> <p>Can confidently read aloud with pace, fluency, expression and intonation taking punctuation, text features and author's intention into account.</p>

2

Comprehension

National Curriculum: Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Vocabulary

Y3	Y4	Y5	Y6
----	----	----	----

<p>Can comment on the authors use of descriptive language</p> <p>Identifies and understands meanings of a wide range of conjunctions used to link events together</p> <p>Identifies how specific words and phrases link sections, paragraphs and chapters</p> <p>Can discuss words and phrases that capture the reader's interest and imagination. Is beginning to comment on how the author's choice of language creates mood, builds tension or creates a picture.</p> <p>Discusses and explores potential meanings of ambitious words, linked to context and knowledge of prefixes and suffixes.</p> <p>Can use dictionaries to check the meaning of words read.</p> <p>Can comment on how the author's choice of language creates mood, builds tension or creates a picture.</p> <p>Identify language features of some different text types.</p>	<p>Can identify examples of descriptive language so that children can explain the mood or atmosphere they create</p> <p>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p> <p>Identifies how authors use precise vocabulary to meet the intended purpose/effect</p> <p>Can comment on how the author's choice of language creates mood, builds tension and creates imagery or atmosphere and how this effects the reader.</p> <p>Clarifying meanings of ambitious words and /or phrases in context.</p> <p>Can understand that figurative language creates imagery. Identify language features of some mixed genre texts.</p>	<p>Can use a range of strategies to identify the meaning of new vocabulary, including identifying possible synonyms so that children can replace an unfamiliar word in a sentence.</p> <p>Can identify examples of effective language choices and gives reasons for why these are effective.</p>	<p>Can analyse and explain the impact of authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</p> <p>Identify how the author's choice of language has an impact on the reader.</p> <p>Can explain in detail how the author has used different language features at different points in the text and how this relates to the genre.</p>
--	---	--	---

Inference

Y3	Y4	Y5	Y6
<p>Can discuss reasons for actions and events based on evidence in the text.</p> <p>Can sometimes empathise with different characters' points of view in order to explain what characters are thinking/feeling Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</p> <p>Can use clues from action, description and dialogue to establish meaning.</p>	<p>Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.</p> <p>Can identify the point of view from which a story is told and how this affects the reader's response.</p> <p>Can confidently infer and deduce meaning based on evidence drawn from different points in the text.</p>	<p>Is beginning to infer and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.</p>	<p>Can infer, deduce and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.</p> <p>Can confidently identify and explain different characters' points of view and how this impacts on the reader.</p>

Prediction			
Y3	Y4	Y5	Y6
<p>Can make plausible predictions based on knowledge from the text, other books and own experience.</p> <p>Asks questions about the text based on what has been read.</p>	<p>Can explore alternatives that could have occurred in texts referring to text to justify their ideas.</p> <p>Can refer to the text to support predictions.</p> <p>Is beginning to ask questions to improve understanding.</p>	<p>Asks questions to provoke predictions about the text based on what has already been read.</p> <p>Can refer to the text to support and justify predictions and opinions.</p>	<p>Can confidently ask questions to improve understanding and make plausible predictions.</p> <p>Can refer to the text to support and justify predictions and opinions.</p>
Explain			
Y3	Y4	Y5	Y6
<p>Can explain how and why main characters act in certain ways in a story using evidence from the text.</p> <p>When prompted can justify and elaborate on opinions and predictions referring back to the text for evidence.</p> <p>Can recognise how a character is presented in different ways and respond to this by reference to the text.</p> <p>Can listen to, discuss and express views about a wide range of texts including fiction (inc fairy tales and myths and legends), non-fiction and poetry (inc high quality texts by well know authors).</p> <p>Can discuss and give opinions on reading preferences e.g. favourite author, book type.</p> <p>Can identify the differences between a wide range of nonfiction text types (e.g. explanations, instructions).</p>	<p>Can understand and explain different characters' points of view.</p> <p>Can identify the relationships between characters, explaining the effects this has on the reader e.g. how the characters behave in different ways as they interact with different people/settings.</p> <p>When prompted can justify and elaborate on opinions and predictions referring back to the text for evidence.</p> <p>Can use clues from action, description and dialogue to establish meaning.</p> <p>Can talk about how a character could be seen in different ways depending on how the author choses to portray them.</p> <p>Can discuss how an author has built a character from action, description and dialogue.</p> <p>Can discuss the work of some established authors and knows what is special about their work.</p> <p>Can justify preferences in terms of authors' style and themes.</p>	<p>Can explain a character's motives throughout a story and use evidence throughout the text to back up opinions.</p> <p>Can recognise which character the writer wants the reader to like/ dislike and what techniques they have used to achieve this.</p> <p>Can comment on the success of texts in provoking particular responses e.g. anger and sadness.</p> <p>Can sometimes recognise the use of irony and comment on the writer's intention e.g. sarcasm, insincerity, mockery.</p> <p>Is beginning to make comparisons within texts.</p> <p>Can confidently identify and explain different characters' points of view and how this impacts on the reader.</p> <p>Is beginning to identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.</p> <p>Can evaluate the success of a text providing evidence that refers the language, theme and style.</p>	<p>Can use quotation and text references to support ideas and arguments.</p> <p>Can clearly identify and explain the writer's viewpoint, making reference to the text.</p> <p>Can evaluate the success of a text providing evidence that refers the language, theme and style.</p> <p>Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within which the writer has written or the context within which the reader is reading) and how this can change over time.</p> <p>Can identify and discuss implicit and explicit point of view in some texts at an appropriate level and standard.</p> <p>To explain how impact on the reader has been created by the writing.</p> <p>Can identify why a long-established novel may have retained its lasting appeal.</p> <p>Can make comparisons within and across texts.</p> <p>Can recognise the use of irony and comment on the writer's intention. E.G. sarcasm, insincerity, mockery.</p>

Retrieval			
Y3	Y4	Y5	Y6
<p>Can locate information by skimming and scanning.</p> <p>Retrieve and record information from fiction and non-fiction texts.</p> <p>Is beginning to distinguish between fact and opinion in text.</p>	<p>Can locate information by confidently skimming and scanning.</p> <p>Can use knowledge of text structure to locate information.</p> <p>Can identify and distinguish difference between fact and opinion in text.</p> <p>Can quote directly from the text to answer questions.</p> <p>Locate information quickly and effectively from a range of sources by techniques such as text marking and using indexes.</p>	<p>Can skim and scan non-fiction texts at speed for research.</p> <p>Can retrieve and collate key ideas and information from a range of sources.</p> <p>Can distinguish between statements of fact and opinion, justifying these choices.</p>	<p>Can skim and scan non-fiction texts at speed for research to locate information accurately.</p> <p>Can retrieve and collate key ideas and information at key points in a text and across a range of texts.</p> <p>Can distinguish between statements of fact and opinion.</p>
Summarise			
Y3	Y4	Y5	Y6
<p>Can summarise and explain the main points in a text and referring back to the text to support this.</p> <p>Can identify and explore some straightforward underlining themes and conventions in a wide range of books.</p>	<p>Can identify main ideas from more than paragraph and summarise these.</p>	<p>Is beginning to summarise the main ideas drawn from more than one paragraph.</p>	<p>Can identify the genre of the text through language, theme, conventions and style.</p> <p>Can summarise information across a range of texts.</p> <p>Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole e.g. how one small incident alters the whole course of the story.</p>